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## NEWS AND NOTES

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### THE NATIONAL CONFERENCE ON UNIFORM ENTRANCE REQUIREMENTS IN ENGLISH

Abridged minutes of the meeting of February 22, 1916

The Conference met at Teachers College, Columbia University, on February 22, 1916, nineteen delegates being present, as follows: New England Association of Colleges and Secondary Schools: Professor William A. Neilson, Harvard University; Mr. Alfred M. Hitchcock, High School, Hartford, Connecticut; Principal George H. Browne, Browne and Nichols School, Cambridge, Massachusetts. Association of Colleges and Preparatory Schools of the Middle States and Maryland: Dean Francis H. Stoddard, New York University; Professor Clarence G. Child, University of Pennsylvania; Principal Theodore C. Mitchill, Jamaica High School, New York. North Central Association of Colleges and Secondary Schools: Professor Fred N. Scott, University of Michigan; Principal E. L. Miller, Northwestern High School, Detroit; Professor James F. Hosic, Chicago Normal College. Southern Association of Colleges and Preparatory Schools: Professor Edwin Mims, Vanderbilt University. College Entrance Examination Board: Professor H. R. Steeves, Columbia University; Head Master Wilson Farrand, Newark Academy; Head Master F. W. Pine, Gilman Country School, Baltimore. Conference of New England Colleges on Entrance Requirements in English: Professor G. B. Churchill, Amherst College; Professor Wilbur L. Cross, Yale University; Professor Fred P. Emery, Dartmouth College. College Conference on English in the Central Atlantic States: Dean Arthur H. Quinn, University of Pennsylvania; Professor Franklin T. Baker, Teachers College, New York; Professor M. W. Sampson, Cornell University.

Dean Stoddard was elected chairman, Professor Scott vice-chairman, and Mr. Farrand secretary-treasurer. Professor Cross and Professor Hosic were elected additional members of the Executive Committee.

The Treasurer reported that since 1912 he had received \$166.52 and had expended \$125.22, leaving a balance on hand of \$41.30. No bills for dues had been sent out in 1913, 1914, or 1915. The dues of the North Central and Southern Associations for the years 1912 and 1916 were reported as unpaid.

After the expression of the views of individual members of the Conference, Professor Neilson suggested the appointment of a committee to formulate the requirement and to report at the afternoon session. A number of motions followed, designed to express the judgment of the Conference for the guidance of the committee.

Voted, on motion of Dean Quinn, that the Conference reaffirm the principle of separating the requirement into composition and literature.

Voted, on motion of Professor Holic, that the Conference favors dividing the requirement, the examination, and the credits into two parts, composition and literature.

A motion by Dean Quinn, that composition be termed A and literature be termed B, was referred to the committee.

Voted, on motion of Professor Neilson, that there be two types of examinations: (1) "comprehensive," and (2) on a restricted list of both reading and study books.

The Chair appointed as the Committee on Formulation, Messrs. Neilson, Quinn, Mitchill, Holic, Scott, and Farrand.

In the afternoon the Committee presented its report, which was discussed and adopted, with amendments, paragraph by paragraph.

During the consideration of the report the following motions were passed:

On motion of Professor Neilson it was voted that the examinations be classified as follows:

Comprehensive: (1) composition and grammar.

(2) literature.

Restricted: preliminary: (1) composition and grammar.

(2) literature (Reading books).

final: (1) composition and grammar.

(2) literature (Study books).

A motion to restore to the paragraph headed Grammar and Composition the phrase, "the construction of individual words in a sentence of reasonable difficulty," was lost by a vote of 8 to 9.

On motion of Professor Neilson it was voted that recommendations Nos. 1, 3, and 4 in the 1912 report be omitted, and that recommendation No. 2 be retained.

A motion that in assigning credit in English equal value be given to the work in composition, including grammar, and in literature was lost by a vote of 7 to 11.

On motion of Dean Quinn it was voted to insert in the first sentence of the requirement the words "which shall be considered of equal importance."

On motion of Professor Neilson it was voted that the Chairman appoint two committees, drawn from the territories especially interested: (1) to draw up a list of recommended books for use in connection with the comprehensive examination; (2) to draw up a list of books for use in the restricted examination.

The Chairman appointed as the committee to draw up the comprehensive list Messrs. Mims, Scott, and Mitchill, and as the committee to draw up the restricted list, Messrs. Browne, Emery, and Hitchcock, each committee to select its own chairman.

On motion of Professor Neilson it was further voted that these committees be given power to adopt lists, subject to the approval of the Executive Committee.

In answer to a question of the Secretary, it was stated, without formal vote, that it was the understanding of the Conference that the restricted preliminary and final examinations should receive only one rating each and not separate ratings in composition and in literature.

A motion of Professor Steeves, that the Conference recommend that separate percentages be given in the ratings of the College Entrance Examination Board for composition and literature upon both preliminary and final examinations, was lost.

On motion of Professor Neilson it was voted that the committee on the restricted list should name fifteen books, from which ten should be chosen for the A list; and eight books, from which four should be chosen for the B list.

On motion of Professor Baker it was voted that when the Conference adjourn it be to meet approximately three years from this date.

The Conference adjourned at 5:30 P.M.

WILSON FARRAND, *Secretary*

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## THE ASSOCIATIONS

### THE NATIONAL COUNCIL AT DETROIT

The program of the National Council at Detroit, February 24 to 26, was carried out as announced. The first session, devoted to the topic of "English in the Junior High School," called forth an admirable summary of the possibilities of reorganization which the new school unit offers. Principal Wiles reviewed his experience at Evansville and declared that the work as conducted in the Junior High School proves much better adapted to adolescents than that of the traditional grammar grades. Superintendent Engleman supported this view. Principal

Murdock emphasized the possibility and desirability of more male teachers. Principal Stetson outlined in some detail the adaptation of English studies to the varying interests of pupils for which the departmental group system of the new school opens the way.

On Friday afternoon Principal Aikin opened with a well-organized presentation of type study in literature, giving definite lists of readings and sample questions upon them. Mr. Brennan described in a forcible manner some of the ways in which writing may be made real to the pupils—by requiring, for example, a correct letter of excuse to the principal from a tardy boy. Miss Shaw had visited business houses and had learned a great deal of value concerning the shortcomings of high-school graduates. In Miss Lally the elementary schools had a representative. She showed how continuity in English work can be secured by centering the attention for a time on a single large interest, life-saving for instance, and developing from this interest a great variety of forms of language expression.

On Friday evening a large audience of superintendents assembled to hear Professor Scott on "American Speech." The paper struck a fundamental note by making light of attempts at puristic uniformity and pleading for that harmony of the individual soul with itself without which beautiful speech is impossible. Mr. Huddleson was equally sane, if less skilful, in distinguishing between the legitimate uses of objective measurements for standardizing judgment and their perversion as mechanical measuring-rods. He himself had investigated. The co-operative, or industrial, classes of Woodward High School in Cincinnati provided Mr. Thomas with the definite material with which to illustrate the differentiation of English courses. The subject-matter of composition must come from the pupil's individual experience; the greatest literature, on the other hand, is well-nigh universal in its appeal. For his part, Principal Bishop failed to see why the school cannot make use of the phonograph and other recent inventions in standardizing oral work.

The first speaker on Saturday was Principal Miller, who characterized in trenchant fashion the meeting of National Conference on Entrance Requirements. Miss Beverley pleaded for economy through stressing essentials and by bringing good reading to bear upon composition. Superintendent Chadsey emphasized the same thought. Mr. Murchey drew from his classroom striking illustrations of the new influences, those of the automobile, the moving picture, and the cheap magazine. Last of all, Miss Eggleston spoke with enthusiasm of vocational interests as

a basis for reading and composition and described the course which she has worked out.

As a whole the program was timely, stimulating, and helpful. Several of the speakers presented in concrete fashion new ideas which those present could grasp and apply. The listener gained an impression of forward movement, of sane experiment, and moderate rejection of the out-worn in favor of the new and better.

Nor was the influence merely local. A surprisingly large number of well-known members of the Council from remote points—Professor Lewis, of Clinton, New York, and Mr. Certain, of Auburn, Alabama, for example—were present. Over five hundred persons attended one or more of the sessions, and the majority of these had come from a distance. Needless to say, the Detroit teachers were loyal and hospitable. To two of them, Miss Alice Marsh and Principal E. L. Miller, the success of the meeting was largely due.

#### THE MARYLAND COUNCIL

The Educational Society of Baltimore held a joint meeting with the Maryland Council of Teachers of English on Friday evening, March 10, in McCoy Hall, Johns Hopkins University. The general theme for discussion was: "The Values of English Grammar in the Curriculum." Principal David E. Weglein, Western High School, Baltimore, presided. The following program was presented:

Dr. Edward F. Buchner, professor of education, Johns Hopkins University, discussed "The Psychology of Grammar." He explained the supposed relation between grammar and the fixed rules of logic, as deduced from the categories of Aristotle, and the development of the modern feeling of a conflict between language growth and grammar. The "grammar consciousness" does not consist of a set of abstract forms, to be reproduced in parrot fashion, but reveals the use of language as a set of habits, or form of behavior. It shows the ideational value of our speech, i.e., the appropriateness of language for our thought, and the possibility of language to express the emotions. The psychological experiences connected with the different parts of speech are very definitely differentiated.

Miss M. Rose Patterson, of Baltimore Preparatory School 52, read a paper on "The Value of English Grammar in the Teaching of Composition." Since neither the full program of technical grammar nor the incidental method of teaching enough to correct errors has been justified by its results, we must come to a method of fitting grammatical content

to the capacity of the child. Let the pupils imagine all grammar books destroyed, and start out on a voyage of discovery in language. They will learn to classify their words quickly, and will need the textbook only as a court of final judgment. Sentence-structure is of more vital importance for composition. Subject and all its possible modifiers, predicate and its modifiers, must be thoroughly taught. A weak sentence must be looked upon as a weak skeleton for the human body, or as a weak frame of a house. Grammar for composition, therefore, should help to secure clearness of thought; but it should not be intruded upon pupils while in the white heat of writing. After the themes have been laid aside for a day or two, let each pupil first examine his own work for errors, looking for one kind of grammatical mistake at each reading. Then papers may be exchanged, and the search for mistakes and their causes becomes more thrilling. A first rough grading as satisfactory or unsatisfactory may, after the successive readings by the class, be more finely differentiated.

"The New Grammatical Nomenclature" was outlined by Andrew H. Krug, Baltimore City College. The need for uniformity and simplification was first presented; then the origin of the Joint Committee and the principles governing its selection of terms. The general adoption of this report by four important bodies makes the pamphlet the important source-book on which to draw for grammatical content in teaching. The striking changes in nomenclature for parts of speech and their properties were illustrated, as well as the case uses and some of the mood-ideas expressed in English by mood-forms and by auxiliaries.

The most important discussion of the evening was given by Professor Willis H. Wilcox, Maryland State Normal School, on the topic, "Possible Eliminations in the Teaching of Grammar." The intensive study of grammar must be defended either for its practical value in later life or for its training in logical thinking. Excessive terminology is the bane of grammatical teaching in the grades; there are about one hundred and twenty terms taught our elementary pupils. The classification of nouns as common or proper is often illogical; case form for nouns, person, and gender should be given little attention. The extended classification of adjectives and adverbs may be omitted. Mood, which always takes the most time for teaching, is a mere shibboleth. The distinguishing forms of the third singular, indicative and subjunctive present, need only to be emphasized. Far more time and attention should be given to the study of subject, predicate, and modifying elements.

Among those who spoke in favor of retaining the old distinctions for the help of modern language study were Principal E. J. Becker and Miss Sophie Seyferth, of the Eastern High School. Assistant Superintendent Charles A. A. J. Miller told what the high-school teacher expects the pupil from the grades to know of simple terminology and logical structure. A motion was made and carried that President Buchner appoint a committee of five to report on minimum requirements in grammar.

ANDREW H. KRUG, *Secretary*

#### THE EASTERN PUBLIC-SPEAKING CONFERENCE

The 1916 meeting will be held on April 24 and 25 at Princeton Seminary, Princeton, New Jersey. The program follows: Monday, April 24: Opening remarks by the President of the Conference, W. J. Kay, of Washington and Jefferson College. "Voice Training," Irvah L. Winter, Harvard University. "Interpretation of the Printed Page," S. S. Curry, Boston; S. H. Clark, University of Chicago. "The Oration," J. W. Wetzel, Yale University; H. M. Tilroe, Syracuse University; F. X. Carmody, Union Theological Seminary. "The Occasional Address," J. C. French, Johns Hopkins University; F. B. Robinson, College of the City of New York. "Argumentation and Debate," Carroll L. Maxcy, Williams College; Warren C. Shaw, Dartmouth College.

Tuesday, April 25: "Psychology of Public Speaking," H. F. Covington, Princeton University; H. G. McKean, Union College; F. H. Lane, University of Pittsburgh. "The Drama," Thomas W. Stevens, Carnegie Institute of Technology; Allan Davis, Pittsburgh.

WARREN C. SHAW

*Secretary-Treasurer*

#### THE SOUTHERN CONFERENCE

The Southern Conference for Education and Industry, whose annual meeting occurs in New Orleans, April 16 to 20, will give special attention to English and school libraries. A report on the unification of the course in English from the kindergarten through the university will be presented by a special committee and will be discussed by Professor Mims and Secretary Hosis, of the National Council. Mr. C. C. Certain, vice-chairman of the Library Department of the National Education Association, has made a vigorous campaign for better libraries in the schools of the South and will present a report. It is hoped that a strong society of English teachers may be formed as a section of the



Conference and brought into affiliation with the National Council. Southern teachers are urged to attend.

#### NEW YORK CITY IN JULY

The National Council will hold a special meeting in New York City in connection with the summer meeting of the N.E.A. There will be four sessions, probably on July 5 and 6. One of these will be a joint session with the Secondary Department of the N.E.A. and will be devoted to the report of the Committee of Thirty. This will be presented by Miss Emma Breck, Mr. B. A. Heydrick, and Mr. James F. Hosis, the chairman of the committee. Speakers and topics at other sessions will be as follows: "The Progress of the National Council," Mr. Elmer W. Smith; "Library Extension," Commissioner Claxton; "Reading Clubs," W. S. Hinchman; "General Reading," Mr. Dudley H. Miles and Superintendent E. O. Engleman; "The Preparation of Teachers," President A. R. Brubacher and Mr. Franklin T. Baker; "Classroom Equipment," Miss Adah G. Grandy; "American Speech," Mr. Calvin L. Lewis; "Some Thoughts on the Present Discontent," Theodore C. Mitchell.

The summer sessions of the colleges in and about New York will be postponed so as to leave the way clear for the New York meeting, and extra assistance is being employed in anticipation of enlarged attendance. Miss Breck will give courses on the teaching of English at the University of Pennsylvania; Mr. Samuel Thurber, Jr., at Dartmouth College; Miss Grandy at Hamilton College, and Mr. Hosis at Teachers College, Columbia University. The latter will have special reference to the work of junior high schools.

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#### USEFUL DOCUMENTS

The Report of the Joint Committee on Uniform Grammatical Nomenclature is to be had of D. W. Springer, secretary of the N.E.A., Ann Arbor, Michigan, on the payment of twenty cents.—R. R. Donnelley & Sons, of Chicago, have issued a neat book of *Rules for Compositors*, under the editorial supervision of E. E. Sheldon, instructor in English in the corporation school maintained by the firm.—In the *Teachers College Record* for September, 1915, and January, 1916, Professor E. L. Thorndike published the improved version of his scale for measuring ability in reading.—The Louisiana State University reprints in its *Bulletin* an excellent article on "Some Variant Pronunciations in the New

South," by Professor William A. Read. The same institution presents "Literature in the High School," by Professor Hugh M. Blain, with the indorsement of State Superintendent Harris and State Institute Conductor Ives.—The movement for a reorganization of high-school English bears fruit in the form of an excellent *English Course for High Schools*, prepared by Walter Barnes of the West Virginia State Normal School at Fairmont and issued as a bulletin by that school.—At Farmville, Virginia, James M. Grainger continues his singularly efficient labors for better teaching of English by preparing a bulletin on English in the elementary grades, including not only a course of study but also typical lessons.—For Detroit schools, Edwin L. Miller, now principal of the Northwestern High School, has prepared new courses in English for both junior and senior high schools, based upon the forthcoming report of the Committee of Thirty, and issued as sections of neatly printed handbooks by the Detroit Board of Education.—*English for Boys—Material and Method*, is the title of a pamphlet by Homer J. Smith, of Milwaukee, Wisconsin. It contains suggestions and word-lists for industrial and commercial pupils and may be had for five cents a copy.—The Chicago Public Library has prepared a valuable little pamphlet containing a list of actable one-act plays and a similar pamphlet on Shakespeare, in response to the interest in the tercentenary. The monthly *Book Bulletin* of this library also contains in each issue valuable special lists and digests of the magazines. Prices on application to the librarian, Mr. Henry E. Legler.—Exceedingly suggestive also is the *A. L. A. Booklist*, containing each month an annotated guide to the best of the new books. Subscription \$1.00 a year; single copy, fifteen cents. Address the American Library Publishing Board, 78 E. Washington Street, Chicago, Illinois.

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## THE PERIODICALS

### EDUCATION ACCORDING TO MATTHEW ARNOLD

Continuing his series of summaries of the views on education which are set forth in the writings of Emerson, Ruskin, and other great writers of the last century, President Charles F. Thwing presents in *School and Society* for March 4 an outline of the views of Matthew Arnold. He states that Mr. Arnold held to a broad view of education embracing moral character as well as intellect; he believed that it must be adjusted to the needs of various classes; that the classics are invaluable, not only

Latin and Greek, but also the English Bible; and that methods of teaching cannot proceed according to rule but must reflect the teacher's personality. Over the teacher, however, must be a complete and thoroughly organized system of supervision.

#### THE PRODUCT OF REFORM IN TEACHING ENGLISH

That veteran textbook writer, Mr. Jaques W. Redway, confesses in the *American School* for January that the elimination of English grammar from the school course and the substitution of language lessons, which he helped to bring about thirty-five years ago, has not borne the fruit which was expected. From the newspapers he quotes examples of what he declares is the slovenly expression commonly found in them and upon which he comments with caustic wit. He hopes that "some day a master and leader equal to the task of combining a practical syntax with an equally practical course of constructive English will come to the fore."

#### MORE THEME-TOPICS

The publication in a recent number of the *Bulletin of the Illinois Association of Teachers of English* of a list of theme-topics with which to prime "leaky pumps" inspired the editor of the New England *Leaflet* to go and do likewise. In the March issue he prints a classified list of topics collected by the teachers of the Newton (Massachusetts) High School under the suggestive headings "In Which 'I' Am the Center of Interest," "In Which I Assume Another Personality," "In Which I Am Somewhat of an Authority," "In Which I Give Free Rein to My Fancy," "My Reading and Study," and "In Which I Observe." Only topics of a personal nature were included, says the editor, because topics drawn from general knowledge may easily be found in the rhetorics.

#### DEBATING IN THE HIGH SCHOOL

An outline for carrying on debate in high school is contributed by Mr. F. R. Leonard, Jr., to the *Illinois Bulletin* for January. He characterizes the good proposition as debatable, timely, and free from intricacies. Debaters should be selected by means of try-outs. The question should be carefully worked up with the aid of card indexes. Briefs should be made and delivery practiced. Best of all are classroom discussions, which accustom all pupils to putting both sides of a question forcibly.

## FROM THE EAST

There is a pleasant thrill for him who opens the *Tsing Hua Journal*, published alternately in English and Chinese at the Tsing Hua College, Peking, China. Among other interesting articles are "Youth and the Ethical Appeal," "High School Literary and Debating Societies," and "Rabindranath Tagore."

In this connection it is worth while to call attention to a report on "The Teaching of English in Japan" which appeared in *Modern Language Teaching* for November and December, 1915.

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EVENING<sup>†</sup>

The waters ripple, ripple, ripple  
In the twilight's dusky shade,  
As sharp outlines into shadows  
Gleam and glimmer, soften, fade.  
In the turquoise of the heavens,  
In the last glow of the day,  
Is the evening star a-twinkle,  
Giving forth its one pale ray,  
In one line of shining silver  
Crinkling on the water's peace,  
Melting into wave and shadow  
Where the rose and violet cease.  
Rose and pale gold are the heavens,  
Primrose pink and turquoise blue;  
Dim reflected in the water  
Is each paling, lovely hue.  
Purple shades enshroud the mountains,  
Creeping to the misty shore,  
Playing with the gleaming star-beams  
On the lake's e'er-changing floor.  
Thinner glow the rose and turquoise,  
Brighter starshine, darker sky.  
Deeper grow the mists and shadows  
As the pale golds waver, die.  
All the world sinks deep in slumber,  
And the night its sable wings  
Wraps about the dreaming earth-folk,  
Guards the night rest of all things.

<sup>†</sup> Written by Dorothy C. A. Isenbeck, a Sophomore in the Brookline (Massachusetts) High School.